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Evaluation Results

AAHSL/NNLM/MLA Diversity, Equity, and Inclusion
Webinar Series

2019 - 2020

Webinar #8: I am Safe Zones: Gender this!

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Prepared by
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1. Evaluation Summary

The Pacific Northwest Region Medical Library hosted the eighth of nine webinars, *I am Safe Zones: Gender This!* on July 15th, 2020. The session included content on identifying stereotypes, derogatory terms, and other assumptions for lesbian, gay, bisexual, trans, and heterosexual people.

The session evaluation survey was modified from the existing NNLM training evaluation form to include session-specific learning outcome questions. An evaluation link was provided to the session attendees on July 15th, 2020. As the survey remains open for people seeking Continuing Education (CE) credit, this report included the surveys completed from July 15th, 2020 through July 28th, 2020. A total of 224 people attended the session and 74 surveys were completed with a response rate of 33% percent.

The Survey data were subsequently downloaded from REDCap[i] and analyzed by the NEO Evaluation Specialist using SPSS version 26.0 for univariate analysis. A paired-sample test was conducted to compare the difference in the respondents' expertise prior to and after taking the session.

2. Background

Diversity, Equity, and Inclusion (DEI): Nine Conversations that Matter to Health Sciences Librarians with Jessica Pettitt is a nine-session webinar series organized by the Association of Academic Health Sciences Libraries (AAHSL), National Network of Libraries of Medicine (NNLM), and the Medical Library Association (MLA). The primary objective of the webinar series is to provide a space for conversations among medical librarians and library staff working in library organizations that are seeking to harness the power of diversity and inclusion. This year-long webinar series offers both internal and external dialogues about similarities and differences and online active learning conversations to increase shared understanding about DEI topics. DEI is a value of the National Library of Medicine (NLM) as stated in the 2017-2027 strategic plan. Both NNLM and the library associations such as the MLA and the AAHSL have also expressed needs for an understanding of DEI.

The titles of the nine sessions for the DEI Webinar Series are:

1. Diversity & Social Justice: A Starting Place (June 19, 2019)
2. Unconscious Bias: Perceptions of Self & Others (August 21, 2019)
3. Being a Better Ally to All (October 16, 2019)
4. Working Across Difference: Making Better Connections (November 13, 2019)
5. That's Not Funny! Or is it? (January 22, 2020)
6. Knowing What You Don't Know: Medical Micro-aggressions (March 18, 2020)
7. I am Safe Zones: Sticks and Stones LGBTQIA 101 (May 13, 2020)
8. I am Safe Zone: Gender This! (July 15, 2020)
9. I am Safe Zone: Messages I Learned (August 12, 2020)

3. Summary of Key Findings[ii]

- **Primary learning outcomes**: Most of the respondents achieved the primary learning outcomes for the session. All participants reported they strongly or somewhat agreed that after they achieved the learning objectives of "I am aware of the existence of the trans/gender variant populations" (n=74, 100%), "I know how to better serve the trans and gender non-conforming community" (n=74, 100%), and "I can increase an inclusive culture for those that don't identify as cisgender" (n=73, 100%). However, 69 percent of respondents only felt that they somewhat agreed with the second learning objective, which was related to knowing how to better serve the trans and gender non-conforming community (n=51).

- **Meeting expectations of respondents:** Overall, the class exceeded or met the respondents' expectations (Figure 2). Fifty-nine percent (n=43, 59%) of the respondents reported that the class exceeded their expectations and 34 percent (n=25, 34%) stated that it met most or all their expectations. Seven percent (n=5, 7%) of the respondents noted that the class met some of their expectations.

- **Comments about meeting expectations**: A total of 39 respondents (53%) provided comments on how the class did or did not meet the expectations. The most common responses were related to the skill of the presenter (n=12, 31%), the session being informative (n=9, 23%) and the depth of or level of detail of the information presented (n=9, 23%).

- **Knowledge gain from the session**: Fifty-one of 54 respondents (n=51, 94%) reported an increase in their expertise after the session. The average rating of the expertise on a scale of 0 to 100 was 42 prior to taking the session, which increased to 63 after taking the session. This difference was statistically significant.

- **Experience with the session:** Nearly all of the respondents somewhat or strongly agreed that the session was engaging (n=74, 100%), the technology used in the session was appropriate and supported their learning (n=74, 100%), and the instructor was knowledgeable and well-prepared (n=73, 99%).

- **Comments about the presenter** A total of 38 respondents (51%) provided comments that were grouped by theme and the most common themes were knowledge of instructor (n=14, 37%) and engagement (n=12, 32%).

- **Most helpful part of the session**: Thirty-nine respondents provided comments (n=39, 52%). The respondents reported the most helpful parts of the session to be the visuals (n=10, 26%), the definitions and terms (n=8, 21%), the examples (n=7, 18%) the discussion/conversations (n=5, 13%), everything/the overall information (n=4, 10%), and questions and answers (n=3, 8%).

- **Areas for improvement:** A total of 27 respondents (n=27, 36%) provided comments. The most common themes were adding time or frequency (n=7, 26%), no suggestions or thoughts (n=6, 22%) and more interaction (n=4, 15%).

- **Likelihood of recommending the session to a colleague**: Eighty-eight percent of the respondents (n=61, 88%) stated that they would recommend it to a colleague and about 12 percent (n=8, 12%) stated that 'maybe' they would recommend it to a colleague.

- **General comments**: A total of 21 respondents (n=21, 28%) provided comments after excluding one N/A response. Six respondents gave overall positive feedback (n=6, 29%). Eight respondents reported appreciation for the class (n=8, 38%). Five respondents said they would recommend the series to or for others (n=5, 24%).

- **Medical Library Association (MLA) Continuing Education (CE) credit**: Eighty-nine percent (n=66, 89%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

Survey Results

Q1. The first set of questions is about your experience with the content of the class. To what extent do you agree or disagree with the following statements (n=74)?

The first set of questions assessed three main learning outcomes of the class. One participant did not answer 1c. As seen in Figure 1, all respondents strongly or somewhat agreed that:

- Q. 1a. I am aware of the existence of the trans/gender variant populations. (n=74, 100%).
- Q. 1b. I know how to better serve the trans and gender non-conforming community. (n=74, 100%).
- Q. 1c. I can create an inclusive culture for those that do not identify as cisgender. (n=73, 100%).

Figure 1. Most respondents acheive learning objectives (n=74)
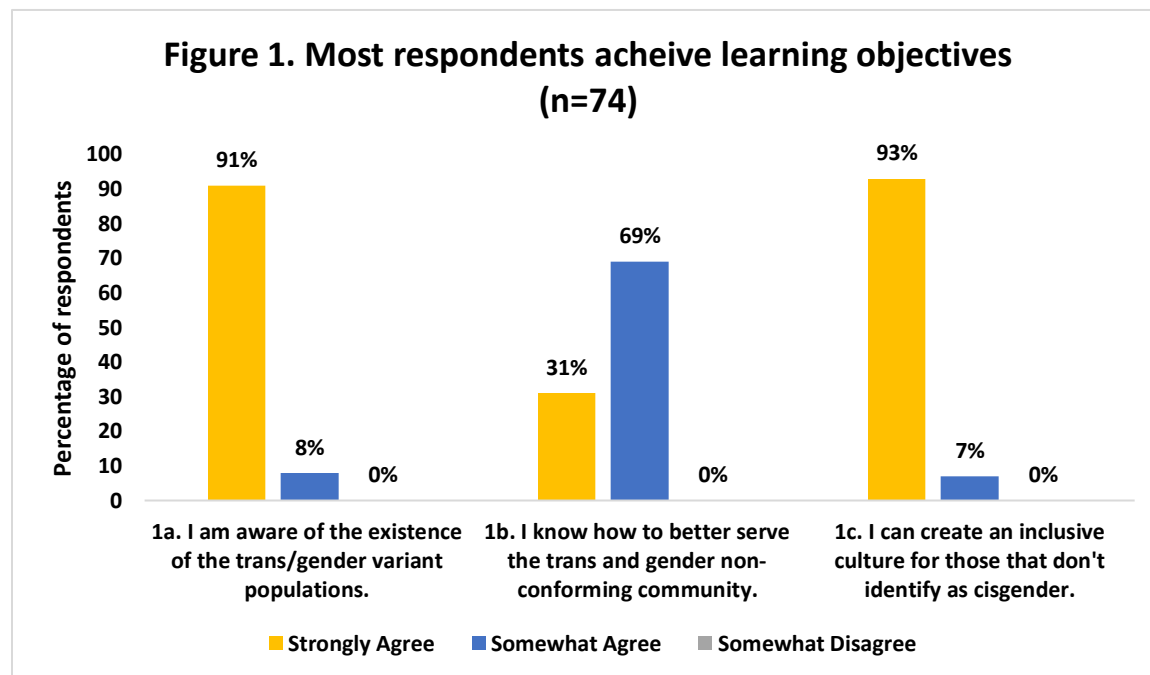
Q2. Did the class meet the respondents' expectations (n=73)?

Overall, the class exceeded or met the respondents' expectations (Figure 2). Fifty-nine percent (n=43, 59%) of the respondents reported that the class exceeded their expectations and 34 percent (n=25, 34%) stated that it met most or all their expectations. Seven percent (n=5, 7%) of the respondents noted that the class met some of their expectations.

Figure 2: Most participants were satisfied with the session (n=73)
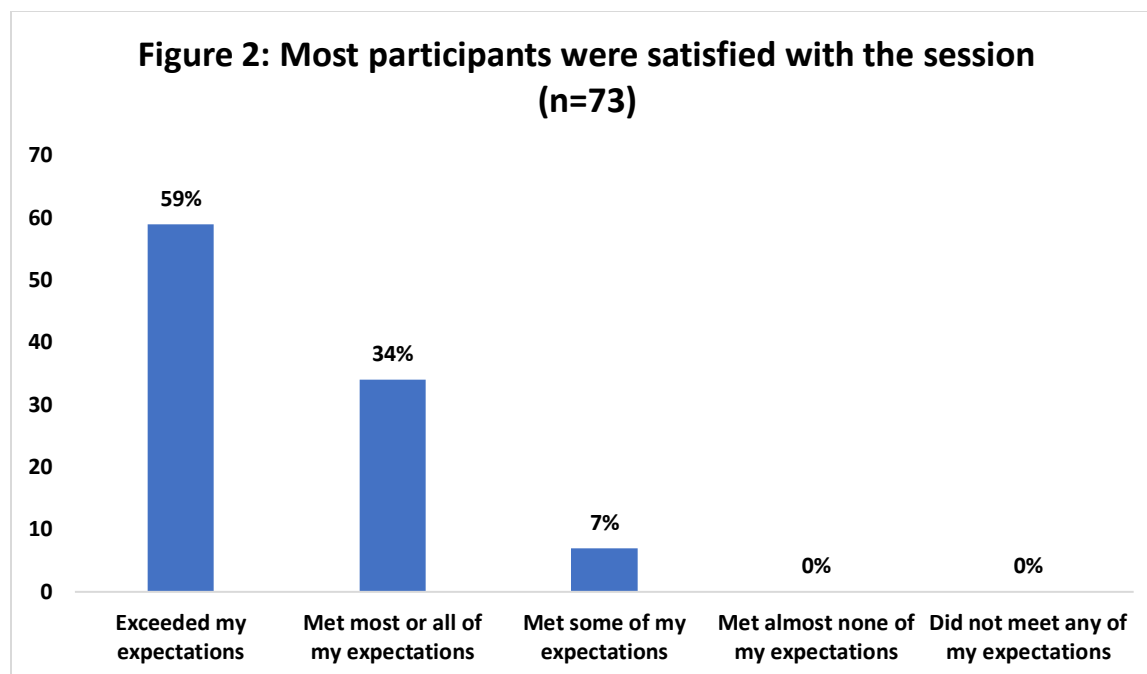
Q2a. Please describe how the class did or did not meet the expectations (n=39).

A total of 39 respondents (53%) provided comments on how the class did or did not meet the expectations. The comments were related to:

- The presenter was skillful (n=12, 31%)
- The session was informative (n=9, 23%)
- The depth of information/level of detail (n=9, 23%)
- Overall positive experience (n=6, 5%)
- Other (n=3, 8%)

'Other' comments include:

- *" I was hoping for more practical examples of how to be more inclusive in my practice as a librarian. I was already familiar with much of the background material covered (although it's always good to remind ourselves about ways in which we can make unwarranted sexist and heteronormative assumptions)."*
- *"Importance of inclusion to be sure library resources and services are inclusive."*

Q3. Please rate your expertise in this subject PRIOR to taking this class (n=57).

The respondents were asked to rate their expertise prior to taking the class on a rating scale that ranged from novice (0), competent (50), to expert (100) on a continuum. The average score for expertise prior to taking this class was 42 and the most common response was 50.

Q4. Please rate your expertise in the class subject NOW (n=64).

The respondents were asked to rate their expertise after taking the class on a rating scale that ranged on the same rating scale as Q3. The average score for expertise after the class was 63. The most common score the respondents reported was 50.

To assess the knowledge gain after the class, the individual ratings from the respondents before taking the class were subtracted from the scores after taking the class. Fourteen respondents were excluded as they did not respond to either Q3 or Q4, resulting in a final sample size of 54 available for comparison. On average, respondents rated their knowledge significantly higher after the session compared with their pre-session ratings ((t (54) = 8.4, p<.001). Of the fifty-four respondents, 94 percent (n=51) reported knowledge gains because of participation in the webinar. One respondent reported no difference before and after the class and two reported decreases in knowledge.

**Figure 3. Respondents' average knowledge scores improved after the session (n=54)**
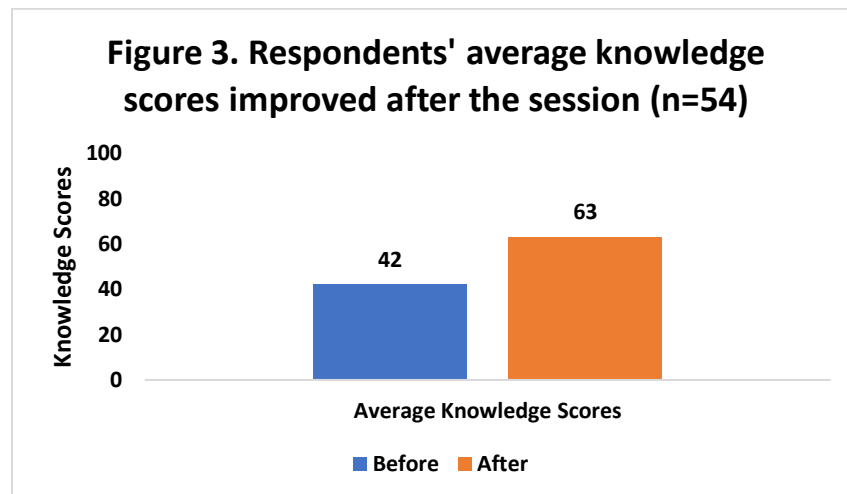
Q5. To what extent do you agree or disagree with the following statements (n=74)?

The respondents were asked to rate their overall experience with the class (Figure 4). Nearly all respondents agreed to the following statements:

- Q.5a. They found this class to be engaging (n=74, 100%).
- Q.5b. The technology used in the class was appropriate and supported their learning (n=74, 100%).

- Q. 5c. The instructor was knowledgeable and well-prepared (n=73, 99%)

Figure 4: Respondents' report positive experience of class (n=74)
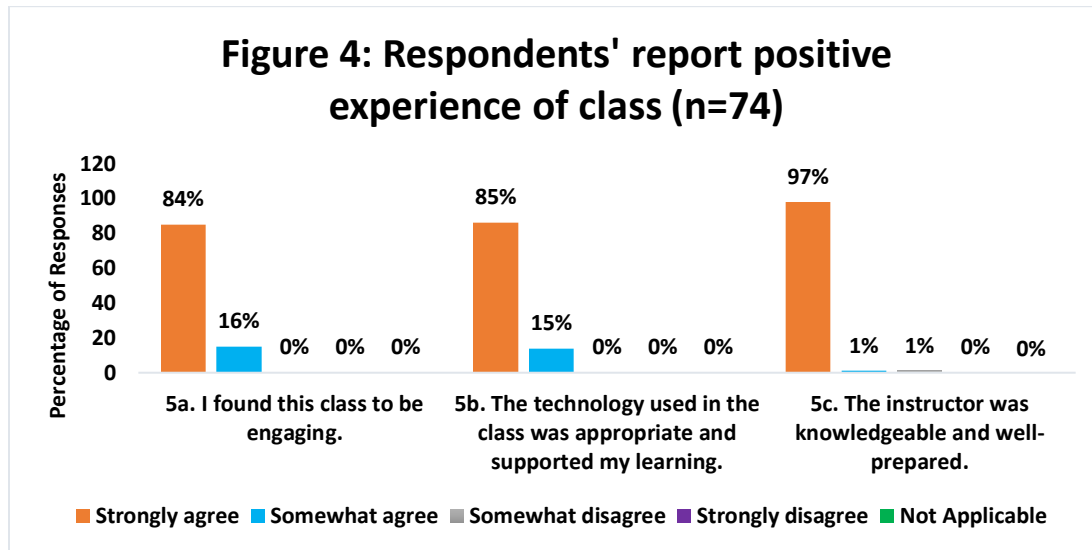
Q5c.i. Please comment on your assessment of the instructor in the previous question (n=38).

A total of 38 (51%) respondents provided comments that were grouped by theme:

- Knowledge of instructor (n=14, 37%)
- Engagement (n=12, 32%)
- General positive experience (n=6, 16%)
- Preparation (n=6, 16%)
- Ability to break down difficult concepts (n=3, 8%)
- Other (n=3, 8%). All the comments were positive except some of the comments in the 'other' category.

Six respondents had comments in more than one area. Examples of comments by each theme include:

1. Knowledge of instructor (n=14, 37%)
- "Jessica is very knowledgeable and always provides great information I can use."

2. Engagement (n=12, 32%)
- "Very engaging, animated, thorough"

3. General positive experience (n=6, 16%)
- "Jess continues to exceed expectations. enjoy her down to earth presentations."

4. Preparation (n=6, 16%)
- "The instructor seemed well-prepared as evidenced by her ability to answer questions on the fly and present the material in an accessible way."

5. Ability to break down difficult concepts (n=3, 8%)
- "Jessica is an excellent presenter and breaks down complicated concepts into very understandable bites and real, practical examples."

6. Other (n=3, 8%). All the comments were positive except one of the comments in the 'other' category.
- "a couple of times it sounded like she was yelling, not out of enthusiasm, but from anger"

Q6. What part of this class was MOST helpful (n=39)?

Thirty-nine respondents (n=39, 52%) provided comments. One "?" was removed from analysis. The respondents reported the most helpful part of the class to be:

- The visuals (n=10, 26%)
- The definitions and terms (n=8, 21%)
- The examples (n=7, 18%)
- The discussion/conversations (n=5, 13%)
- Everything/overall information (n=4, 10%)
- Questions and Answers (n=3, 8%)
- Other (n=5, 13%)

Q7. How could this class be improved (n=27)?

A total of 27 respondents (n=27, 36%) provided comments after excluding four N/A responses, and one "??" from analysis. Themes of how the class could be improved included:

- Adding time/frequency (n=7, 26%)
- No suggestions or thoughts (n=6, 22%)
- More interaction (n=4, 15%)
- General Satisfaction (n=4, 15%)

Six respondents provided other comments (n=6, 22%) and examples include:

- *"Slow it down a little. So much to digest.*
- *"There was a lot of discussion happening in the chat which distracted from the instruction. I couldn't follow both."*

Q8. Are you likely to recommend this class to a colleague (n=69)?

The respondents were asked to rate how likely they are to recommend this class to a colleague. Eighty-eight percent of the respondents (n=61, 88%) stated that they would recommend it to a colleague and about 12 percent (n=8, 12%) stated that 'maybe' they would recommend it to a colleague.

Q9. Please share any other comments you have about this class (n=21).

A total of 21 respondents (n=21, 28%) provided comments after excluding one N/A response. Six respondents gave overall positive feedback (n=6, 29%). Eight respondents reported appreciation for the class (n=8, 38%). Five respondents said they would recommend the series to or for others (n=5, 24%).

Two respondents reported the following comments that fell into the 'other' category (n=2, 10%):

- *"I can try to create a culture but in order to be successful, people have to buy in and join me in that culture."*
- *"I like that this is a series that had the same speaker, and I wish this series was longer and maybe had a few with two speakers at once."*

Q10. Do you want to receive Medical Library Association Continuing Education credit for this class (n=74)?

Eighty-nine percent (n=66, 89%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

*For a complete list of comments from the second DEI class, please refer to the supplemental document, Appendix 1: *Comments from the Seventh DEI Webinar*. *For a copy of the survey, please refer to Appendix 2: Eighth DEI Webinar Survey Questionnaire.

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[i] Survey data were collected and managed using REDCap electronic data capture tools hosted at the Institute of Translational Health Sciences (ITHS) with grant support (UL1 RR025014 from NCRR/NIH). REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies, providing: 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources.

[ii] Sample size varies by question. The percentage of the responses for each question is valid percent only excluding missing values and was based on the total number of respondents who answered each question.